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ABSTRACT

This document includes both a booklet and a presentation guide. The booklet contains the anchor papers used to score the 2001 Washington Assessment of Student Learning (WASL) in writing, grade 4. Anchor papers are concrete examples that illustrate the intent of the scoring guides. The papers in the booklet exemplify the full range of score points possible. The booklet notes that: (1) for each of the 2 writing prompts, students can earn up to: 4 points for content, organization, and style, and two points for conventions such as grammar, punctuation, capitalization, paragraphing, and spelling; (2) students can receive a total of 12 points on the WASL in writing; and (3) it takes 9 points to meet the standard. This booklet is divided into three parts: (1) student work on a narrative prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; (2) student work on an expository prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; and (3) student work earning 2, 1, and 0 point(s) in the area of conventions. The booklet also contains writing prompts and writing scoring guides. The presentation guide is designed for principals to use with staff, to introduce the use of the Grade 4 Anchor Set Annotations, Spring 2001 Washington Assessment of Student Learning (WASL) in Writing document. The document has two applications: teachers of kindergarten through fourth grades will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing; and the materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals. This guide provides for principals: a presentation overview; materials/arrangements needed for presentation; presentation steps; and suggestions for additional writing resources for staff. In addition, the guide includes a sample selection of student responses. (PM)

**Grade 4 Anchor Set Annotations from
the Spring 2001 Washington
Assessment of Student Learning in
Writing [with] "Presentation Guide"
for Principals.**

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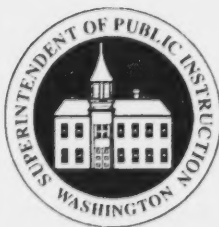
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Grade 4 Anchor Set Annotations

from the Spring 2001
Washington Assessment of
Student Learning in Writing



September 2001



Dr. Terry Bergeson
State Superintendent of
Public Instruction

About This Document

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Grade 4 Anchor Set Annotations

from the Spring 2001 Washington Assessment of Student Learning in Writing

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August 2001

Grade 4 Anchor Set Annotations From the Washington Assessment of Student Learning

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About the Washington Assessment of Student Learning in Writing Grade 4

Why test writing?

Learning to write is vital to a good education. It is an essential skill for succeeding in higher education, the workplace, and lifelong learning. Writing requires students to express their knowledge with purpose and coherence. As students learn to write, they sharpen their ability to clarify thoughts and organize ideas. Writing teaches mental discipline and precision by promoting careful, analytical thinking and demanding that students follow the rigors of correct spelling, punctuation, capitalization, sentence structure, and usage/format.

Purpose and Content of the WASL

The writing section of the Washington Assessment of Student Learning (WASL) is designed to measure student achievement of the Essential Academic Learning Requirements in writing.

The test includes two writing tasks or "prompts," one designed to elicit a **narrative** response (i.e., a fictional story) and the other, an **expository** response (i.e., writing to explain why or inform). Although the second Essential Academic Learning Requirement states that students be able to write for "different...purposes," holding the purposes/modes constant will ensure that the difficulty of the test is consistent from year to year.

The decision to limit the number of modes/purposes assessed is in no way meant to limit classroom instruction or district and classroom-based assessments. Narrative and expository modes were chosen because learning to write for these purposes is essential if students are to perform well on the tasks expected of them in the 4th grade—on the reading and mathematics WASL, for example—as well as in the years to come.

Each writing prompt will clearly state a designated topic, audience, purpose (mode), and form. Research has shown that in order to be effective, a writer must understand the role and interaction of topic, audience, purpose, and form. Each prompt will contain an underlined verb—write or tell a story for the narrative prompt and explain or inform for the expository prompt—which will serve to cue writing for the intended mode/purpose. In addition, each writing prompt will also specify a form, for example, a story, letter, or several paragraphs. Therefore, a prompt might be written as follows: Suppose you have a substitute teacher. Write a multi-paragraph letter (form) to the substitute teacher (audience), explaining (expository mode/purpose) what is important to know about your class and why (topic).

Narrative Writing:

For the purposes of the state assessment, a narrative response is a **fictional story**. Its main purpose is **to interest or entertain**. Effective narrative writing is usually, **but not always**, characterized by the following:

- use of the first or third-person narrator;
- a plot (events, conflict, beginning, middle, and end), character(s), setting;
- specific details to describe characters, setting, and events;
- dialogue;
- usually organized in a chronological sequence;
- transitions which connect events in the story;
- central impression or theme.

Sample narrative prompts: (1) *One day you discover that you have turned into an animal or an object. In several paragraphs, write a story telling your teacher what happens next, or (2) *Imagine you are getting into a time machine and you are able to travel to any time period. Tell your teacher the story of what happens.**

Expository Writing:

For the purposes of the state assessment, an expository response is one that **explains why or informs about something**. The writer should present information in a way that enhances the reader's understanding of the topic. Effective expository writing is usually, **but not always**, characterized by the following:

- narrowed topic and focus on main idea;
- supporting details which may include description, examples, anecdotes, reasons, and/or facts;
- logical, understandable organizational pattern;
- transitions to connect ideas;
- commitment to the topic (voice);
- an opening/introduction and closing/conclusion.

Sample expository prompts: (1) *What object is most important to you? In several paragraphs, explain to your teacher why it is your most important object, or (2) *Suppose you have a substitute teacher. In several paragraphs, write a letter to the substitute teacher explaining what is important to know about your class and why.**

A final note: Effective writing instruction includes teaching the traits of quality writing; a variety of modes and audiences; various forms of writing, such as letters, newspaper articles, speeches, reports, or tall tales; the writing process; and self reflection. The overall goal of a comprehensive writing program is to support students in becoming clear, competent, and reflective writers who have the ability to adjust their writing for topic, audience, and purpose.

How to Use This Book

This booklet contains the anchor papers used to score the 2001 Washington Assessment of Student Learning (WASL) in writing, grade 4. Anchor papers are concrete examples that illustrate the intent of the scoring guides. They serve as a reference point or "anchor" to ensure that scorers interpret and apply the scoring guides consistently.

The papers shown exemplify the full range of score points possible. For each of the two writing prompts students can earn up to:

- ◆ four points for content, organization, and style; and
- ◆ two points for conventions (grammar/usage, punctuation, capitalization, paragraphing, and spelling).

In summary, students can receive a total of twelve points on the WASL in writing. It takes nine points to meet the standard.

This booklet is divided into three tabs:

- ◆ Student work on a **narrative** prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style;
- ◆ Student work on an **expository** prompt earning 4, 3, 2, and 1 point(s) in the area of content, organization, and style; and
- ◆ Student work earning 2, 1, and 0 point(s) in the area of **conventions** (grammar/usage, punctuation, capitalization, paragraphing, and spelling).

At the beginning of each tab you will see a list of typed annotations and scores for each paper within the section. The annotations and papers are numbered such as 4EA8a. This should be read as:

- 4= Grade Level (this is the same on every example)
- E= Expository ("N" for narrative or "C" for conventions)
- A8= The number of the anchor paper (in this case #8)
- a= The first page of the students response; "b" would indicate the second page, "c" the third, and so on.

This is the numbering system used by the state's testing contractor. We have used this same numbering system to ensure accurate identification of papers should any questions arise. Make sure the number of the annotation you are reading matches the student sample. The score is shown at the end of each anchor paper: "COS" for content, organization, and style or "CONV" for conventions.

Review of these examples should help you better understand the level of work expected of students who meet the standard in writing. For additional assistance, please call OSPI's Office of Assessment, Research, and Curriculum at (360) 725-6333.

2001 Washington Assessment of Student Learning in Writing

Grade 4 Prompts

Narrative Prompt

One morning you leave your house, and beside the road there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

Expository Prompt

Think about the area or community in which you live. Write several paragraphs explaining to your teacher what you like OR dislike about your area or community and why.

Content, Organization, and Style Scoring Guide **Grade 4**

Points	Description
4	• maintains consistent focus on the topic and has ample supporting details • has a logical organizational pattern and conveys a sense of completeness and wholeness • provides transitions which clearly serve to connect ideas • uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • includes sentences, or phrases where appropriate, of varied length and structure • allows the reader to sense the person behind the words
3	• maintains adequate focus on the topic and has adequate supporting details • has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses effective language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • provides the reader with some sense of the person behind the words
2	• demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • provides transitions which are weak or inconsistent • has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • shows limited variety in sentence length and structure • attempts somewhat to give the reader a sense of the person behind the words
1	• demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure • provides the reader with little or no sense of the person behind the words
0	• response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Conventions Scoring Guide Grade 4

Points	Description
2	- consistently follows the rules of standard English for usage - consistently follows the rules of standard English for spelling of commonly used words - consistently follows the rules of standard English for capitalization and punctuation - consistently exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect
1	- generally follows the rules of standard English for usage - generally follows the rules of standard English for spelling of commonly used words - generally follows the rules of standard English for capitalization and punctuation - generally exhibits the use of complete sentences except where purposeful phrases are used for effect
0	- mostly does not follow the rules of standard English for usage - mostly does not follow the rules of standard English for spelling of commonly used words - mostly does not follow the rules of standard English for capitalization and punctuation - exhibits errors in sentence structure that impede communication - response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Narrative Prompt

Washington Assessment of Student Learning in Writing, Grade 4
Narrative Prompt, Task A
Content, Organization, and Style
2001 Anchor Set Annotations

4NA1 (COS 4)

This response demonstrates a strong ability to compose a narrative. The writer skillfully develops the narrative using ample details and maintaining consistent focus on the *big, black plastic bag*. A chronological sequencing of events is established as the writer purposefully builds suspense to the revelation that the bag is full of cats. This organizational strategy, enhanced by the use of varied transitions that serve to connect ideas (*I got closer and as I did...*, *So I set to work*), conveys a sense of wholeness and cohesiveness. Word choice is precise and engaging: *...odd looking writing...*; *It might be dangerous...*; *Out sprang something...*; *...beautiful cats, orange with black spots and white feet and tails*. Sentences are varied in length and structure: *They were so sweet and as thin as a stick, I was going to build them their own room because there were so many of them*. The writer's strong awareness of the audience is evident through the use of humor: *It was the cats trying to get out! ...nobody would want to go in there because it would smell sooo bad*. This narrative conveys a strong sense of the person behind the words. The best-fit COS score for this piece of writing is a 4.

4NA2 (COS 4)

This response demonstrates a strong ability to compose a narrative. Consistent focus is maintained on the *huge bag*, and ample supporting details are offered to develop the story. A purposeful organizational strategy is apparent as the reader is led through the events occurring before and after finding the bag. The organization and the use of transitions to connect ideas: *...suddenly I saw someone...*, *I quickly ran over...*, *Moments later...*, *...then I heard a voice saying...* convey a sense of completeness and cohesiveness in this piece. The writer is clearly aware of the audience as he or she builds suspense: *...so I tor the bag wide open and out came Thousands of little spiders, big spiders, medium spiders, all sorts of spiders! "EEEEEEK!" I said, running down the road*. Word choice is often engaging and effective: *It was Hallows Eve...*, *I was so curious...*, *...could not stand the temptation...*, *so he wouldn't be suspicious...*. The author's voice is evident in the well-crafted surprise ending, and fluency is also demonstrated through sentences of varied length and structure: *I was so curious to find out what was in that huge bag that I quickly ran over to it, but it had someone's handwriting on it that I could not read*. This narrative conveys a strong sense of the writer behind the words. The best-fit COS score for this piece of writing is a 4.

4NA 3 (COS4)

This response demonstrates a strong ability to compose a narrative. Ample supporting details are used to tell the story of the writer's trip to a *strange land* as a result of an encounter with a *large black bag*, and consistent focus on this topic is maintained throughout the piece. The reader is led through a chronological organization by the skillful use of dialogue and clear connecting transitions: *As soon as I had opened it...*, *All of a sudden...*, *Then a strange creature jumped out...*, *When he returned....*. This strategy gives the piece a strong sense of wholeness and cohesiveness. A sense of the person behind the words is created through the use of varied and sophisticated sentence structure and through word choices that are effective and engaging throughout the story: *...another creature of his kind...*, *Zilonkanino was like a paradise...*, *They are very hi-teck houses with computers that are voice activated and will do anything you want*. The narrative strongly reveals the person behind the words. The best-fit COS score for this piece of writing is a 4.

4NA1a: = Grade, N = Narrative, A = Anchor, 1a = Paper Number

4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

4NA4 (COS 3)

This response demonstrates sufficient ability to compose a narrative. The writer maintains a consistent focus throughout the piece, and adequate details are used to tell about *the bag*. Although the conclusion is quite abrupt, *There it was lying in the big paper bag, a green-blue blob with tentacles*, a sense of completeness is evidenced by the logical organizational strategy and the use of effective, although repetitive, transitions to connect ideas: *It took me a few moments..., Then I did realize..., Then I saw..., When I touched..., Then the letters changed...* Word choice is appropriate and often effective: *...minding my own business..., a few moments..., glow mysteriously*. Fluency is demonstrated in the variety of sentence lengths and structures: *I was walking down the street one day, minding my own business when...ouch! Okay, I thought to myself, what is this?* There is a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

4NA5 (COS 3)

This response demonstrates a sufficient ability to compose a narrative. Adequate focus on *the bag* is maintained throughout, and details support this topic, though some are extraneous to the explanation and seem to come as an afterthought following the actual conclusion to the narrative: *But we do go to school. My parents are Jimmy and Archelle. My friends are...* There is a brief introduction and conclusion, some transitions, and a somewhat logical organization, although some lapses occur: *Oh I forgot to tell you my name...* Word choice is appropriate but bland, and there is some variation in sentence length: *Aside the road I saw a paper bag... There was something missing though, friends*. There is some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

4NA6 (COS 3)

The response demonstrates a sufficient ability to compose a narrative. Adequate focus is maintained on the topic: *A frog Jumped out*. A sense of wholeness and completeness is conveyed by an organizational pattern that includes a beginning, middle, and conclusion and is developed around a detailed dialogue between the writer and the frog. Sentences are varied in length and structure, *"Hey you would scream to if a blue and purple frog that could talk hoped out of a bag."* Well Since you screamed seeing me I bet you have never been to Zura." mumbled the frog. "Zura?" whats that? Although there is some repetition, the word choice is at times effective: *"the planet I come from," said the frog promptly...; "really?" whispered the frog. "Really," I replied*. There is a sense of the person behind the words. The best-fit for the COS score for this piece of writing is a 3.

4NA 7 (COS 3)

The response demonstrates a sufficient ability to compose a narrative. Throughout the piece, adequate focus is maintained on a *big green bag on the side of the road* and the *wiggling and strange sounds coming from the bag*. Adequate details, including dialogue, develop the narrative; there is a brief introduction and conclusion with events that are ordered logically. There is some sense of wholeness and cohesiveness conveyed by the organizational strategy and supporting details. Much of the word choice is appropriate to the topic and approach: *The bag was wiggling around. The bag was big and green and it said "do not open" right und where it was tied..., The dog was brown and white and it had a collar around its neck*. Sentence beginnings tend to be repetitious: *The bag was tied, The bag was wiggling..., The bag was big and green...* On the whole, however, sentence length and structure are somewhat varied: *There were strange sounds coming from the bag. My friends came up and asked me why I was staring at the bag. I said "I'm staring at the bag because it is making strange sounds and it is moving around."* There is some sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

4NA1a: = Grade, N = Narrative, A = Anchor, 1a = Paper Number

4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

4NA 8 (COS 3)

This response demonstrates a sufficient ability to compose a narrative. There is adequate focus on *the bag* in this story and, though brief, adequate details are used to develop the topic. The chronological sequencing of events provides the piece with an organizational pattern. This pattern, along with the brief introduction and conclusion: (*One day Cindy was on her way home from school, and Later that day they came the best of friends*), conveys a sense of wholeness and completeness. Transitions are used to connect ideas, though they are somewhat repetitive: *Later that day..., So the next day..., Later that day.* Word choice is appropriate to the topic, and there is some variety in sentence length and structure: *She decided that she would open it very very carefully she open it.* Some sense of the person behind the words is present. The best-fit COS score for this piece of writing is a 3.

4NA9 (COS 2)

This response demonstrates a weak ability to compose a narrative. The response is focused on the *huge bag*, and some details are presented using a chronological organization. However, the details mainly focus on describing what is in the bag, rather than creating a story about the bag: *...four sundays just for us mmm all yummy and gouuey with penuts and surup....* The reader is left with little sense of completeness. Some simple transitions are utilized: *So I'll take..., So off I go..., So flinely....* Sentence variety is limited and fluency is an issue: *One morning I left my house, and beside the road, there is a huge bag, when I open this bag what will I happen will I fiend a cat or dog what will happen?* Word choice is simplistic, and the reader is left with little sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

4NA10 (COS 2)

This response demonstrates a weak ability to compose a narrative. The response is focused, and an awareness of the topic is clear: *there was a mysterious bag*. The bag, however, is almost an afterthought, with the birthday itself the main topic of this narrative. Supporting details are supplied but have little elaboration: *First we played pinate, I hit all the cand out. Later we ate the cake the cake had Dragon Ball Z on it.* The presence of an introduction and conclusion indicate an attempt at an organizational strategy: *One morning I woke up...* and *This birthday was the best.* However, the overall cohesiveness of the piece is limited by details that are presented in the form of a list: *I hoped out of bed and got dressed. Then I went down the stairs. I saw kid playing around. First we play pinate...* and weak transitions: *Then..., First..., when..., then.* Word choice is appropriate but predictable and sentences primarily have a subject-verb construction, limiting fluency in the writing. There is a limited sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

4NA11 (COS 2)

This response demonstrates a weak ability to compose a narrative. The response is focused on the *mysterious bag* and some details are presented using a chronological organization. However, the details are somewhat confusing because of problems with fluency: *So when I finally got home my mother why are you "not at schoo young man." "Then she said what is in that bag that you are holding" It money.... "Give me that bag so I can put it on the conner so I can take you to school get my keys so we can go.* The lack of pertinent clarifying detail and inclusion of extraneous material, along with the limited use of transitions, mostly—*so*, leaves a diminished sense of completeness or wholeness. Fluency problems also make it difficult to discern sentence variety. There is a limited sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

4NA1a: = Grade, N = Narrative, A = Anchor, 1a = Paper Number

4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

4 NA12 (COS 2)

This response demonstrates a weak ability to compose a narrative. The paper is somewhat focused on the topic, ...*a mysterious bag*, and includes some supporting details, though some extraneous material is included: *Oh I have a kitten named Socks*. The writer has included an introduction and conclusion: *Once upon a time...Then we opened it and we got everything they wanted*, only very sparse development occurs between them, however, leaving little sense of completeness. Some simple transitions are present: *one day... then..., then..., then...*, but word choice is simple and predictable: *we had to go bake home..., at two thirdy we whent bake*. Sentence structures are simplistic, and there is little sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

4NA13 (COS 2)

This response demonstrates a weak ability to compose a narrative. The response is focused on the *bag* and some details are presented using a chronological organization. The details, however, are undeveloped and gaps exist between them: *Wen I woke up my mom was calling the copes sed well breing a army*. These lapses and the use of only one transition, *when*, result in a diminished sense of completeness or wholeness. Some word choices are appropriate, *camflos* for example, but most are simple. There is limited sentence variety and a limited sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

4NA14 (COS 1)

This response demonstrates an insufficient ability to compose a narrative. The paper shows some awareness of the topic, *the bag*, and provides supporting details, but the details are merely a redundant list of the contents of the bag: *baby bear, a baby rabbit, a baby dog, and there was rabbit food...*. There is little sense of organization, as there is no conclusion and only the most limited progression of events. This haphazard organization and lack of transitions convey little sense of wholeness and limit the sense of the person behind the words. Word choices are limited and simplistic: *baby dog...; some mony*. There is little variance in sentence structures. The best-fit COS score for this piece of writing is a 1.

4NA15 (COS 1)

This response demonstrates an insufficient ability to compose a narrative. The paper shows some awareness of the topic, *the bag*, and provides supporting details, but the details are merely a list of the contents of the bag: *Candy to eat, teachers who look like a monkeys Pictures to hang the picture on the wall...*. There is little sense of organization, as there is no conclusion and only the most limited progression of events. This haphazard organization and lack of transitions convey little sense of wholeness and limit the sense of the person behind the words. Fluency is further hindered by limited word choices and sentences that lack structure: *...strange stuff...; I ate them...; They were good except the gum because it was old; Money I spend it on clothes, ring, food, shoes, supplies, watches, groceries, house, car, a mansion, get my family stuff*. The best-fit COS score for this piece of writing is a 1.

4NA16 (COS 1)

This response demonstrates an insufficient ability to compose a narrative. The paper shows an awareness of the topic, *the bag*, but provides few details that develop a story. There are a few transitions: *...so I wated..., After school...* and a rudimentary organization; however, the sparseness of details keeps this response from being a cohesive whole. Word choices are limited and simplistic: *it was gon and I dint wery about it for a will and I dent see the bag agen*. Sentence variety is limited, and almost no sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 1.

4NA1a: = Grade, N = Narrative, A = Anchor, 1a = Paper Number

4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. **Spell check may not be used.** Your final draft will be scored.

One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

Three days ago, I was going to go on a jog. I started down the sidewalk. What is that, I wondered to myself? It was a big black plastic bag with odd looking writing on it! That didn't even look like letters at all! I got closer and as I did, I heard a noise and the bag began to shake. The noise almost sounded like moaning. What I had thought was writing wasn't even writing at all. It looked like somebody had scratched the bag with a toothpick. I heard the noise again. It might be dangerous, but I had to

Final Draft

4NA1b

Continue your final draft on this page, if you need to.

open that bag. So, that's what I did. Out sprang something than another, another, and another! Nothing was in the bag anymore, but beside it was twelve kittens and a mamma cat.

I took the cats home. They were so sweet and as thin as a stick. They were beautiful cats, orange with black spots and white feet and tails. Also, on all of them there was a white ring around their right eye. They looked to be about three months old. Somebody must have dropped them in front of my house. Oh, the writing on the bag wasn't meant to be writing at all! It was the cats trying to get out!

I knew that I would keep these cats. So, I set to work. I was going to build them their own room because there were so many of them. It would be huge!

Continue your final draft on this page, if you need to.

The room would be called Only Cats. Only cats could live in there and anyways nobody would want to go in there because it would smell sooo bad. I would only go in to refill their food and water dishes. Of course, the cats would come out of that room, but that would be where they sleep. Each would have there own bed, food and water dishes and a litter box. A happy home that would be!

COS 4

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

It was Hallows Eve and I had decided to go for a walk, so I got my coat and went outside and started heading toward the park, then suddenly I saw someone run across the street and drop a huge bag, but he didn't even look back, he just kept running. I was so curious to find out what was in that huge bag that I quickly ran over to it, but it had someones handwriting on it that I could not read. But my curiosity was so strong that I could not

Continue your final draft on this page, if you need to.

stand the temptation so I tore the bag wide open and cut came. Thousands of little spiders, big spiders, medium spiders all sorts of spiders "Eeeek." I said, running down the road.

Moments later I turned back and saw that they were all heading toward a pet shop, so I started following them, they went to a back door of the pet shop, so I went to the front hoping to see something happen, then I heard a voice saying well done, well done you scared that man out of his shoes. "Hello?" I said. He came into the room, "can I help you?" he said, just so he wouldn't be suspicious I said, "I am looking for an unusual pet, do you have any unusual pets?" "yes in fact I do, here

Continue your final draft on this page, if you need to.

take this and don't open it until you get
home "OK" I said and suddenly I
felt something crawling up my arm, "Eeek!"
I screamed and through the bag at him,
"I'm never coming back!" I said, and
walked home.

COS 4

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One day I was walking to my friend J-'s house when I spotted a large black bag in the road.

I went over and opened it. As soon as I had opened it it sucked me in. All of a sudden I was in a strange land.

Then a strange creature jumped out at me and said, "Hi my names Zargoshalotz!" I said "My name is M- nice to

Final Draft

4NA3b

Continue your final draft on this page, if you need to.

meet you." Then I asked "Where am I?" He said "you are in Zilonkanina." He then ran off.

When he returned he had another creature of his kind.

They were both short green creatures with one blue eye and lots of black hair on their head.

Zargookhalotz said "M_ I would like you to meet my friend Zingo fingo." Zingo fingo said "I am very pleased to meet you M_. Then I asked "What kind of creature are you?" They gave me a funny look like I was crazy then said "We are Zooksorgites."

Continue your final draft on this page, if you need to.

After that they showed me around Zilon Nadino. Zilon Nadino was like a paradise. Finally when the sun started to set they showed me their village.

Their houses are called Zouses. They are very hi-tech houses with computers that are voice activated and will do anything you want.

They gave me a Zouse that wasn't being used. It was very nice it had water beds and leather couches that never get cold. It also had a lifetime supply of delicious food.

The next day even though I really didn't want to I asked "How can I get back?" they said "Use the transporters in

Final Draft

4NA3d

Continue your final draft on this page, if you need to.

your bedroom."

So I did and when I
got back it was the same
time it ~~was~~ the same time
it had been when I left

The bag was lying open
in the street. I closed it and took
it home.

Now I go to
Zil on Kaniga everyday even
during school.

COS 4

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

The Bag

I was walking down the sidewalk one day, minding my own business when... Crack! I walked right into something. The thing I walked in felt warm.

It took me a few moments to realize what I walked in. Then I did realize that I walked right into a gigantic paper bag. I looked strangely at it.

Continue your final draft on this page, if you need to.

and thought, what was a paper bag doing here?

Then I saw a strange writing on it. Okay, I thought to myself, what is this? I was puzzled then ever.

When I touched the writing, it began to glow mysteriously.

It glowed in a bright green color.

"Whoa!" I cried in amazement.

Then the letters changed and turned into words. I read out; "Don't Disturb!"

I stared at it and made up my mind. I was going to rip the bag.

I opened the paper bag and screamed. There it was lying in the big paper bag, a green blue blob with tentacles!

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. **Spell check may not be used.** Your final draft will be scored.

One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One morning I left my house to go to school. Aside the road I saw a paper bag. And I am a person who doesn't like littering, so I went over to the bag and tried to pick it up, but it was too heavy, so I opened the bag to see what was inside and I found over a billion dollars inside. I was so happy I could finally buy all the things I've wanted!

I rushed to my mom and dad and showed them what was

Final Draft

4NA5b

Continue your final draft on this page, if you need to.

inside of the bag I found beside the road they were very happy too. My mom and dad rushed to go buy a big mansion. I even got my own little mansion full of every PlayStation, Nintendo, PlayStation 2, game ever made and every game console ever made. There was something missing though, friends. So I invited all of my friends over for a huge slumber party. Now all of my friends live in my mansion and my friends parents live in my parents mansion. But we do go to school.

Oh, I forgot to tell you my name, my name is B A _____ My parents are J _____ and A _____ My friends are J _____, O _____, J _____, L _____, D _____, A _____, and T _____; and my

Continue your final draft on this page, if you need to.

butlers name is d — his real
name is b —.

I've been having a wonderful
time I got to run im beating
everybody in Dragon ball Z G.T.
Bye!

COS 3

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. **Spell check may not be used.** Your final draft will be scored.

One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

I opened the bag. A frog jumped out "Oh its good to get some freash air!" Sighed the frog. "Ahhh!" I screamed "Hey you would scream to if a blue and purple frog that could talk hopped out of a bag." Well since you screamed seeing me I bet you have never been to Zura." mumbled the frog. "Zura?" whats that? "the planet I come from," said the frog promptly. "But you came

Final Draft

4NA6b

Continue your final draft on this page, if you need to.

out of a bag?" "So," replied the frog "So I came out of a bag if that's what you call it I'll prove it to you." "Prove what?" I asked. "How you really can get to Zura by going through the bag." "But how are you going to prove it?" I asked again "by taking you with me of course," "What?" I shouted "I'm going to take you with me," repeated the frog. "Just follow me well all right but I believe you" I said "really?" whispered the frog. "Really." I replied. Then can I stay here with you of course I replied my parents won't mind I just asked them this morning if I could get a pet and they

Continue your final draft on this page, if you need to.

said yes. so I can live
with you forever asked my
frog yes forever and ever.

COS 3

Final Draft

4NA7a

Directions: Before you begin your final draft, read the checklist on page 42 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

One morning you leave your house, and beside the road there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

The Mysterious Bag

One morning I left my house on the way to school and I saw a big green bag on the side of the road. I found the bag because it was on the side of the road.

Final Draft

4NA7b

Continue your final draft on this page if you need to.

The bag was tied at the top and it had holes on the side of it. The bag was wiggling around. The bag was big and green and it said "do not open." right und where it was tied.

There were strange sounds coming from the bag. My friends came up and asked me why I was staring at the bag. I said "I'm staring at the bag because it is making strange sounds and it is moving around."

My friends and I opened

Continue your final draft on this page if you need to.

the bag and there was a dog
inside the bag. The dog was brown
and white and it had a collar
around its neck. The collar had an
address on it, the address said
5963.

My friends and I took the
dog back to its owner and the
owner said "thank you for bringing
my dog back to me," and the owner
of the dog was glad that his dog
was back with him.

COS 3

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One day I was on her way home from school. There was something up a head of her. It was a blue and had flowers on the handle. It had some writing on the side it said, "SBD", I didn't know if I should open it. So I when home to think about it,

Later that day she hid the bag in her backpack and went to her room. She decided that she would open it very very carefully she open it. Inside was a drawing of an animal and writing of stories and on top of the story was the name of the person how owned the bag. It said, "S - E - D - -"

Final Draft

4NA8b

Continue your final draft on this page, if you need to

It was a guy in her class.

So the next day she went up to S—
and said, "Here S—, I found it on my way
home," C— said, "Thank you," S— said.
Later that day they came the best of friends.

COS 2

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One morning I left my house, and beside the road, there is a huge bag, when I open this bag what will I happen? will I find a cat or dog? what will I find?

So I'll take this bag home mmm what will I find? What ever it is it's heavy, maybe I'll call B—, R— and J— to come over and help find out what it is.

Final Draft

4NA9b

Continue your final draft on this page, if you need to.

So Off I go to my house
I'll stop by B——'s house and
see if he can come and help
because he lives right next door
to me.

So finally we get to
see what's in this bag....
HAAA Just the way
we like them, four sundays
Just for us mmm all
yummy and gooey with
peanuts and Syrup with just
the right amount of
ice cream yum yum
yummy!

COS 2

Final Draft

4NA10a

Directions: Before you begin your final draft, read the checklist on page 42 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One morning I wake up. It was my
BirthDay my mom woke me up. She gave
me cereal in bed. I hopped out of bed
and got dressed. Then I went down the
stairs. I saw kids playing around. First we
played pinata. I hit all the candy out.
Later we ate cake the cake had
Dragon Ball Z on it. When the party
was over I opened the door. there was a
mysterious bag. it was coming after me.

Final Draft

4NA10b

Continue your final draft on this page if you need to.

I took a stick and pop that was opened and
flew everywhere and money, and the dog
was a robot. then a card said happy birthday
from mom and dad. This birthday was the best.

THE

IV

D

COS 2

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

This morning I was walking to
school and I saw this
mysterious bag.
So I pick it up
suddenly and then I open the
bag and some sparkling green
shining from out of the bag. After
I saw the sparkling green I ran
home as fast I can without
stopping and without showing any of
my friends what is in the bag.
So when I finally got
home my mother who are you

Final Draft

4NA11b

Continue your final draft on this page, if you need to.

"not at school young man!" "then she said what is in that bag that you are holding?" "It money." "did you take that bag from some one?" (NO) I didn't. "Where did you find that bag?" "I found it on the side of road." "Give me that bag so I can put it on the counter so I can take you to school get my keys so we can go." After school was out mom said what do you want to do with the money? "Send you sound it I want to go shopping with you and just have a great time with my one and only mom and so the boy and his mother like

Writing

Final Draft

4NA11c

Continue your final draft on this page, if you need to.

happy ever after the end.

COS 2

BEST COPY AVAILABLE

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

The mysteriou Bag

Ones upon a time. Thair was a boy named A. ——— that's me. He have two friends named T. ———, & G. ———. Oh. I have a kittin named Socks.

One day we found a mysterius bag. I said "I'm going to fined out what's in thair." ———, & G. ——— said "Us too!"

Then we had to go Bake home. Then at two thirdy we whent bake. The mysterious bag was stil

Final Draft

4NA12b

Continue your final draft on this page, if you need to.

thair like it was waiting for us! Then we
opened it, & we got everything they wanted!

The
End.

COS 2

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

I I Was walking down The road
and I seen a bag with Letters that
sed please open. I waked over there
decause I seen a pack of CamPlesh so
I open the bag and a gly Jumped out and
hit me with his gun. I was not out.

Wen I woke up my mom was
calling the copes sed well being
a army!! It started world war three.

COS 2

THE
END

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One morning I left my house.
On the road there was a huge
bag. The bag has some strang writing
on it. In the bag there was a baby
bear, a baby rabbit, a baby dog, and there
was rabbit food, dog food, bear
food, and there was some money in the
bag too. There was a note that said
"With the money buy more food for the
dog, the bear, and the rabbit."
P.S. feed the animals

COS 1

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. **Spell check may not be used.** Your final draft will be scored.

One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

one morning there was a huge on
the side road. there was strange stuff
in the bag. Candy to eat, teachers who look
like a monkeys Pictures to hang the Picture
on the wall, and money to spend on the food, clothes
Shoes, supplies.

Candy, kisses, marshmallows, cookies, gum and
tootsie roll, were in the bag. I ate them.
They were good except the gum because
it was old. The teachers that who look
like a monkeys in the Picture in
District 81 a blue frame the teachers

Final Draft

4NA15b

Continue your final draft on this page, if you need to.

who look like a monkeys. I have
\$10,000,000 dollars. Money I spend it on
clothes, ring, food, shoes, supplies, watches, groceries,
house, car, a mansion, get my family stuff.

COS 1

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

I was walking to school
and I saw this bag and
it was big. I tried to pick
it up but I couldn't so I
waited until school was out.
After school I went back
to the bag and it was
gone and I didn't worry
about it for a while and
I didn't see the bag again.

Expository Prompt

Washington Assessment of Student Learning in Writing, Grade 4
Expository Prompt, Task B
Content, Organization, and Style
2001 Anchor Set Annotations

4EA1 (COS 4)

This response demonstrates a strong ability to explain effectively. It consistently focuses on the topic and has ample detail to explain the reasons: *...I like...my community, It is so green. Trees and grass surround our school.* The piece is logically organized with a strong introduction and conclusion. The transitions (*Often in the summertime..., What I also like...*) connect ideas and help convey a sense of wholeness. The writer's fluency is demonstrated by effective word choices and varied sentences: *My favorite time of the year is seeing the colorful leaves fall from the trees and seeing the new grass grow with the beautiful flower blossoms.* A strong sense of the person behind the words emerges in these paragraphs. The best-fit COS score for this piece of writing is a 4.

4EA2 (COS 4)

This response demonstrates a strong ability to explain effectively. The writer maintains a consistent focus on the topic: *I live in Washington state.* The main points are elaborated with ample supporting details. Transitions used throughout this piece indicate a logical organization: *One of my favorite things...; the one thing I dislike about our community...; Now, my ALL TIME favorite thing....* There is a sense of wholeness and completeness. Sentence length and structure are varied, and the word choice is often engaging: *We could definitely use a change. Its cold and rainy in the middle of Spring! Talk about torcher. And we still have to go to recess! Theres nothing to do but sit under the cover and wait for your 30 minutes to pass.... So, if it's rainy when your outside you're a virtual rock.* The reader definitely senses the person behind these words. The best-fit COS score for this piece of writing is a 4.

4EA3 (COS 4)

This response demonstrates a strong ability to explain effectively. The paragraphs maintain consistent focus on the topic: *Some things I like about my community are...,* and has ample supporting details: *The big parks are fun to play in because there are swings, a slide, monkey bars and other fun things. My family and I always go to the park in the summer and usually have fun. Some parks aren't that fun because the swings are brown, the slide is too short or there is too many trash on the grass.* A logical organizational plan is evident through introductory lines throughout the paper: *some things I like in my community...* and a closing line: *These are a few things I like and don't like.* Each paragraph is also logically organized. Transitions, when used, are simple. Even though the content and organization are strong, the overall style is more appropriate than engaging with general words like *fun* used repetitiously. Sentence structure is somewhat varied, and a clear sense of the person behind the words emerges: *I'm glad the park in my neighborhood isn't like that!* The best-fit COS score for this piece of writing is a 4.

4NA1a: = Grade, N = Narrative, A = Anchor, 1a = Paper Number

4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

4EA4 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The focus is clear: *I am going to write about my community on how I like and dislike it...*, and each main idea is elaborated: *I like it in many ways one is the P__ Zoo at the zoo we have trails, wide open grass lands, old things from many years ago, a zoo with many animals, waterfront, and many parks for kids.* There is evidence of a logical organizational pattern with a clear opening and closing line: *That is wath I like and dislike about my community.* Transitions are adequate: *There are also many different ways I do not like it....* Word choice, though appropriate, is generally predictable. The overall fluency of the paper, however, is hindered by overly long constructions: *...one is all the rain we get so sometimes us kids hardley ever get to play out side and it is boring all ways playing in our houses some people think it is fun but me I think it is boring.* A sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 3.

4EA 5 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The writer focuses on the topic: *Today I would like to tell you three reasons for my dislike of this community.* The first reason is minimally supported, but the second and third reasons are adequately elaborated with more specific detail. A logical organizational pattern is demonstrated by opening and closing paragraphs: *Today I would like to tell you . . .* and *Those are the three things....* Transitions are used effectively: *One reson..., Another reson..., The last reson* Thus, there is a sense of wholeness. The word choice is predictable, although effective at times: *...and pretty soon that cussing gets around the school, and the whole school becomes one big cussing mouth.* Sentence structure is somewhat varied. There is a sense of the person behind the words. The best-fit COS score for this piece of writing is a 3.

4EA 6 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The focus is clear: *...something that I like about my naborhood and What I dont like about my naborhood...*, and each detail is elaborated: *the is so maney dogs around wonce the bark my dog barks and they allwas bark. All the dogs live next dor to me or in the allie wich is right behid me.* There is evidence of a logical organizational pattern with a clear beginning, though the lack of a conclusion takes away from a sense of wholeness. Transitions are adequate: *I also, So I thik.* Even though there is some variety in sentence length and structure, fluency is reduced because constructions are awkward in places. The writing does convey a sense of the person behind the words: *I don't like having a big tree in my freund and back yard because I allways haft to clean up the leaves and beleve me there is a lot of leves to reak.* The best-fit COS score for this piece of writing is a 3.

4EA7 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The writer maintains focus on the topic, and elaborates on each piece of information presented with specific detail: *It has a cool paydiyo and a cuet little pond that has goldfish in it.* The details, however, are often not well selected, well connected, or extraneous: *All my friends live close to me. My friend named J__ only lives one block away. The way you get to J__'s house is....* The piece lacks an opening sentence, but does have a simple close: *I love to chat more but I need to go home.* There is little

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4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

variety of sentence length and structure, and the language is basic: *I like only some of my neighbors the ones that live on my left are the nice ones, because they give me stuff and they do a lot of stuff for my family and me.* Some sense of the person behind the words is conveyed. Because of the sometimes-extraneous detail and the simple language skills, the best-fit COS score for this piece of writing is a 3.

4EA 8 (COS 3)

This response demonstrates a sufficient ability to explain effectively. The focus is clear: *I would like to tell you about my street*, and main ideas are presented with some elaboration: *...it's nice to on walks. It's nice because my street goes around in a circle. Sometimes I go on walks with my friends.* There is evidence of a logical organizational pattern with a clear beginning and ending, though the brief development of the piece reduces the sense of completeness. Transitions are adequate: *Though it sometimes rains..., I also..., So basically...,* and lead to some variety in sentence length and structure. Appropriate vocabulary (*So basically, Mrs. M__ there are pros and cons to my street....*) contributes to the sense that the writer is aware of the audience. The best-fit COS score for this piece of writing is a 3.

4EA9 (COS 2)

This response demonstrates a weak ability to explain effectively. While many ideas are minimally developed: *there is not to many kids. The only kids in my community is my brother and I and a little girl...*, the focus shifts by the end of the piece, and the detail becomes loosely related: *I never baby sitted before so I dont know if I will be good at it. The baby is 1 years old.* Organization is evident only through sentences that introduce the next idea: *some thing I don't like about my community...*, and similar topics are not grouped together. Transitions, when used, are simple. Sentence structure is awkward at times and the word choices predictable: *Some thing I dont like about my community is that there are some times rats but they dont come in my house they go in the other houses....* There is some sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

4EA10 (COS 2)

This response demonstrates a weak ability to explain effectively. While there is an awareness of the topic *my community*, the details are loosely related and often presented in a list-like fashion. The attempt at an organizational pattern with a minimal beginning and ending (*In my community...and I like my community how about you...*) conveys some sense of completeness. The concluding statement, however, seems to follow illogically, since much of the piece is devoted to what the writer dislikes: *The dumb manager..., Theres mean people....* Transitions are lacking throughout the piece. Sentence structure is simple and the word choice general and repetitious: *And we have a lot of nice people in the community. We have lots and lots of nice people with nice houses.* There is an emerging sense of audience awareness in the piece: *I like my community how about you*, but little sense of the person behind the words. The best-fit COS score for this piece of writing is a 2.

4EA11 (COS 2)

This response demonstrates a weak ability to explain effectively. The piece consists of details primarily presented in a list-like fashion, but there is minimal elaboration on some ideas: *...they*

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4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

are not many kids around to play with. They are some kids but they are a lot younger than me. The writer attempts an organizational pattern with a minimal beginning (*I live in a community called W__*) and a grouping of ideas, which convey some sense of completeness, although the piece lacks a conclusion. Transitions develop some fluency in the piece: *One of the reasons, Also, Plus*, however, sentence structure is generally simple and, the language is predictable and repetitious: *I am close to my school which is good because I sometimes get carsick. I am also close to my friends which is very good.* The best-fit COS score for this piece of writing is a 2.

4EA12 (COS 2)

This response demonstrates a weak ability to explain effectively. While there is a focus on the topic *I like M__*, most of the details are presented in a list-like fashion: *alot of the stuff is to expensive, the places you want to go are to far away.* Some attempt has been made, however, to expand on a few of the ideas: *...the places you want to go are to far away. There aren't very many restraunts on M__ so sometimes you have to go off M__ to eat out.* The organizational pattern separates ideas by likes and dislikes, but the piece lacks an opening and closing, which leads to little sense of completeness. Sentence structure is simple and the language predictable and general: *It is easy to make friends because every one is so nice and the schools are very good.* There is little sense of audience awareness or the person behind the words in the piece. The best-fit COS score for this piece of writing is a 2.

4EA13 (COS 2)

This response demonstrates a weak ability to explain effectively. The piece is focused on the topic, *Im going to tell you about P__*, but ideas are presented in a list-like form with only minimal supporting details, which are elaborated without the use of transitions to connect them. Unrelated extraneous details reduce the focus toward the end of the paper: *My Grandma and my ant works there, too. My Grandma does hair and My ant works on peoples nails....* Organization is attempted with an introduction (*Hi my name is R__ P__.* *Im going to tell you about P__*) and a one-word conclusion (*End*). Although sentence structure is often repetitive and simple (*I like going to the movies I usually go with my cousin he's 14.*), some variety exists in word choice and, together with the introduction, some sense of the person behind the words is conveyed. The best-fit COS score for this piece of writing is a 2.

4EA14 (COS 1)

This response demonstrates an insufficient ability to explain effectively. Ideas are introduced in a list-like form with no elaborating detail: *S__ has parks for kids to play on. Theres rivers to play in. They have animals at the zoo and Stores to buy Stuff to eat and sreets.* This could be any community. Although there are no transitions, there is an attempt at an organization with a simple introduction and closing: *I like S__ because . . . and S__ is the best place to live....* Sentence structure is simple and repetitive. Much of the vocabulary is simple and general *...good place..., ... nice green grass, ... parks for kids to play on, ... rivers to play in, ... stuff to eat.* Consequently, a limited sense of the person behind the words emerges. The best-fit COS score for this piece of writing is a 1.

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4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

4EA15 (COS 1)

This response demonstrates an insufficient ability to explain effectively. The writer focuses on a community, but it is unnamed. Additionally, the essay is very sparse with few ideas introduced. There is no evidence of an organizational pattern and little sentence variety. The brevity of the piece and the use of few transitions leave no sense of wholeness or completeness. Vocabulary is simple and limited: ...*people... are nice*, ... *cars...are cool...*, ... *nice houseice*, and there is almost no sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

4EA16 (COS 1)

This response demonstrates an insufficient ability to explain effectively. The essay is very sparse with few ideas introduced and none explained: ...*we have lots of kids*, ... *very large*, ... *very friendly*, ... *so clean*. It lacks any evidence of an organizational pattern. Sentences are unvaried as all the sentences begin with *My community*. The brevity of the piece and the use of no transitions leave no sense of wholeness or completeness. Vocabulary is simple and limited: ...*very large*, ... *very friendly*, and there is no sense of the person behind the words. The best-fit COS score for this piece of writing is a 1.

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4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. Spell check may not be used. Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

Dear Mr. K—,

What I like about my community is that it is so green. Trees and grass surround our school. My favorite time of the year is seeing the colorful leaves fall from the trees and seeing the new grass grow with the beautiful flower blossoms.

What I also like about my community is that my friends live so close. I love going bikeriding in the summer. And we also do bike

Final Draft

4EA1b

Continue your final draft on this page, if you need to.

Olympics, when we race down ~~the~~ ⁵
(my good friends) driveway when we have
extra time, like afterschool.

Often in the summertime I
love to go swimming in our
community pool. I invite my neighbors
or they invite me to swim for
an hour or two. Afterwards, I usually
go biking up and down the street.

I've lived here ten years
and I've loved every year of living
here because I'm always occupied.
My Grandmother lived here in
the same house we live in now
and my mother bought groceries
and cooked meals for my grandmother
for 14 years. So my grandmother
rewarded her with a house. She

Continue your final draft on this page, if you need to.

could either choose from a house
in A C or M

My mom chose M
to live in and we
have lived there ever since.
Right now we have lived
there 15 years. I am glad
I live in M
because of my wonderful
community!

COS 4

Think about the area or community in which you live. Write several paragraphs explaining to your teacher what you like OR dislike about your area or community and why.

4EA2a

I live in Washington state. One of my favorite things to see in my community is the M— Mansion. Some people even say it's haunted! But I don't think that. The M— Mansion is where a guy named Ezra M— (pronounced Ezer) used to

Continue your final draft on this page if you need to.

live. He traveled the Oregon trail. Now they have a school about him in downtown P_____.

My third favorite thing to do in Washington is the P_____ is the fair. When you're at the fair, there are many things to see and do. My favorites are the extreme scream, dog shows, and the sky ride. There's all so much fun. There are many other things to do, too. You can go see the cows or the horses. Or you could ride.

the roller coaster. There are little booths that you can buy suvencers from.

The one thing I dislike about our community is the weather. We could definetly use a change. Its cold and rainy in the middle of spring! Talk about torcher. And we still have to go out to receas! There's nothing to do but sit under the cover and wait for your 30 minutes to pass. In intermediate grades, thats all you get for recess! So, if its

raining when your outside
your a virtual rock.

Now, my ALL TIME
favorite thing to do and
see is Mt. St. Helens!
On the internet Johnston
Ridge observatory gives you
live pictures of Mt. St. Helens
every 10 minutes. I love
working on Mt. St. Helens
as my Washington topic.



THE END

COS 4

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. **Spell check may not be used.** Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

Dear Mrs. Li—

Some things that I like in my community are the big parks filled with kids, the schools filled with kids and teachers and the bus driver picking us up for school at the beginning of the day. The big parks are fun to play in because there are swings, a slide.

Final Draft

4EA3b

Continue your final draft on this page, if you need to.

monkey bars and other fun things. My family and I always go to the park in the summer and usually have fun. Some parks aren't that fun because the swings are broken, the slide is too short or there is too much trash on the grass. I'm glad the park in my neighborhood isn't like that! The schools are fun to go to because you get to do lots of things like discovering things that you never knew about. I know because I used to see schools that didn't have anything fun about it. The school looked abandoned and boring. I'm glad I never went to one of those schools.

I dislike many things too in my neighborhood. Things like holes in the roads. I don't like holes in the middle of the road because they

Continue your final draft on this page, if you need to.

the car can't get through or the road is too bumpy. Sometimes on the road I see lots of trash. I've seen birds and squirrels eat the trash and really don't like that. I don't like the dogs getting loose because the dogs in our neighborhood keep chasing cats and people. I really hate that!

I hate people who do drugs and live in my neighborhood because one lived in my neighborhood. There were two police cars, and two drug labs. When they left, they left a green paper on the door and a police dog. The police dog is scary-looking. Good thing they caught him! These are few things I like and don't like

Your student,

COS 4

K
I

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

I am going to write about my community so how I like and dislike it. I like it in many ways one is the _____ Zoo at the Zoo we have trails, wide open grass lands, old things from many years ago, a Zoo with many animals, water front and many parks for kids.

There are also many different ways I do not like it one is all the rain we get so some times us kids hardly ever get to play outside and it is boring all ways playing in our

Final Draft

4EA4b

Continue your final draft on this page, if you need to.

houses some people think it is fun but me I think it is boring. Exspecially were all most all of your friends are either grounded, sleeping, at some one elses house who you cant play with. A nother thing I donot like about my community is that we barly get any snow so there is barley any thing we can do in the winter because it would be boring to do nothing on you christmas break but sit around the house and play with all your new toys or just sleep all day or watch sport on t.v. all day.

Some other things I like about my community are the parks. I do think it is kind of bad how people litter and other people have to clean up all of other peopls

Continue your final draft on this page, if you need to.

~~mess~~ it is sick. I would not do that I would find the person and tell them to pick up all of the litter from other people to. But I like all of the swing, slides, monkey bars, bars to flip on and more. Another thing I like is all of the ways people help off the land so they do not litter like other people

Some other ways I do not like my community are by how many fights get started and how many people die from them. it is so sad for their families. Another way is by all of the gangs. People out there are scared by all of the gangs out there because they are afraid that they are going to get beat up because they are white.

That is with

Final Draft**4EA4d**

Continue your final draft on this page, if you need to.

I like and dislike about
my community.

The End

COS 3

Final Draft

4EA5a

Directions: Before you begin your final draft, read the checklist on page 52 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs explaining to your teacher what you like OR dislike about your area or community and why.

Dear Mrs. S —

Today I would like to tell you three reasons for my dislike of this community.

One reason I dislike this community is because of the littering. These days hundreds of species are dying off because of the littering.

That is one reason I dislike this community.

Continue your final draft on this page if you need to.

Another reason I do not like this community is because of the cussing.

I know some parents are teaching their kids not to cuss. But there is at least one kid in the school that cusses. And pretty soon that cussing gets around the school, and the whole school becomes one big cussing mouth. And more kids start getting into trouble. That is one more reason I dislike this community.

The last reason I dislike this community is because of the smoking slash drinking. More people are

Continue your final draft on this page if you need to.

dying because they can't not
breathe or because they get in
a car accident because they
are drunk. Those are the
three things I dislike about
this community.

Sincerely,

B—

COS 3

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. **Spell check may not be used.** Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs **explaining**, to your teacher, what you like or dislike about the area or community and why.

Hear is something that I like about my neighborhood.

My grandma and grandpa live right across the street from my house. Both of my aunt and uncle live with is 3 blocks away from me and my family. It is good because they don't even have to drive to come over.

I also like my neighbor because my best friend lives about 2 blocks away from us. Also my mom is good friends with his mom so they can talk well we play. I always go over to his house or he comes over to my house.

What I don't like about my neighborhood is there is so many dogs around when the bark my dog barks and they always bark. All the dogs live next to me or in the alley which is right behind me. I like my dog but that is about

Final Draft

4EA6b

Continue your final draft on this page, if you need to.

The only dog that I like right in the allie or next door.
- I dont like having a big tree in my frond and
back yard because I allways haft to clean up the leaves
and beleve me there is a lot of levs to reak. So I think
it woudl be better IF we did in have 2 big trees or
if someone els cleard them up or at least helped.

COS 3

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

I I live ~~s over~~ blocks away from the school called H—— I like that because that way I get candy from the cross yards. I live only 3 blocks down from the cross yards. I like only some of my neighbors the ones that live on my left are the nice ones, because they give me stuff and they do a lot of stuff for my family and me. Some times if they arent berry I get to see the back yard. It

Final Draft

4EA7b

Continue your final draft on this page, if you need to.

has a cool Paydiyo and a cuet little pond that has goldfish in it.

They also have a dog that is a femail but she's going blind so bad that she bit her owner. I use to have a hayber across the street that was my mother's brother his name was T—I really miss him he always come over and my mom's sad too. My hayber that lives on the right of me is vary, vary mean because she screams at me for nothing I did just the stuff she did.

All my friends live close to me. My friend named J— only lives one block away.

Continue your final draft on this page, if you need to.

The way you get to J——'s house is go one block to the left of my house. She has another friend that I know and she lives up 3 blocks and over one. The friends that live not too far away are named M—— and M——, M—— lives 2 blocks up from my house and M—— lives 3 blocks up. The last friend that lives somewhat close to me is M—— she lives up 3 blocks and over 2 and that's her. I love to chat more but I need to go home.

COS 3

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

I would like to tell you
about my street. It's called —st
St. and I like living there.

I like living on —st St.
because it's nice and sunny.
Though it sometimes rains that
means there are lots of plants!

I also like life in my
neighborhood because it's
nice to go on walks. It's nice
because my street goes around
in a circle. Sometimes, I like
to go on walks with my

Final Draft

4EA8b

Continue your final draft on this page, if you need to.

friends.

I don't like —st St.
because sometimes people
have loud parties. They keep
me up at night.

the So basically, Mrs. M—
there are pros and cons
to my street, but I like living
on —st St.

COS 3

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

I like my Community because
the people are nice, kind, and helpful.
Every body knows each other and
talks alot. There are some
animals but not to many.
Some thing I dont like about
my community is that there is
not to many kids. The only
kids in my community is
my brother and I and a little
girl that lives in the house
across the street. I also like
my community because there

Final Draft

4EA9b

Continue your final draft on this page, if you need to.

are lots of trees and flowers
and every morning the birds come.
Also there are Squirrels that
dig in the flowers. Some thing I don't
like about my community is that
there are some times rats but
they don't come in my house they
go in the other houses in my
community. So some people are
getting animals to get the rats
out of there houses. So there
will probably be lots of animals
know. There is only one baby
in my community so I will
probably get a baby sitting job.
I never baby sitted before so I
don't know if I will be good
at it. The baby is 1 years old.

COS 2

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

In my community I have lots and lots always on
the lake. And we have alot of nice people
in the community. We have lots and lots of
nice people with nice houses. I have have
cool friends and all my friends n' me like
to build bike ramps. The dumb manager
always says don't you kids ride in the

Final Draft

4EA10b

Continue your final draft on this page, if you need to.

middle of the road. There's mean people
who always gets into trouble by the cops and
stuff. Those mean people who get in
trouble sometimes is mean to me and my
friends. Ma and my friends have a club
house that we like to play in.
We have like trucks too. I like my
community how about you

COS 2

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

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Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

My Community

I live in a community called N—. It is in S—, Washington. I live in a little circle of houses.

One of the reasons I dislike where I live is that it is hard to find my house. Also, I live on a hill so it is hard to shoot. We do lots of other sports. Plus, there are not many kids around to play with. They are

Final Draft

4EA11b

Continue your final draft on this page, if you need to.

some kids but they are a lot
younger than me.

I also have reasons why I like
where I live where I live. I am
close to my school which is
good because I sometimes get
sick. I am also close to
my friends which is very good.

COS 2

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. Spell check may not be used. Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

I like M——
because it is very
safe for kids to go run
around and play. It is
easy to make friends
because every one is
so nice and the schools
are very good.

But what I don't
like about M——
is that alot of
the stuff is to.

Final Draft

4EA12b

Continue your final draft on this page, if you need to.

expensive and sometimes
the places you want
to go to are to far
away. There aren't very
many restraunts on M —
so sometimes
you have to go off
M — to
eat out.

COS 2

Final Draft

4EA13a

Directions: Before you begin your final draft, read the checklist on page 52 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs explaining to your teacher what you like OR dislike about your area or community and why.

Hi My name IS R. IM
going to tell you about R.
My favorite place is the bike jumps.
There's jumps there that are 7ft tall
wide and long. I do not like going
to the skate park. Because I do
not like skating. I like going to
the movies I usually go with my
cousin he's 14 I don't like going
to Albertsons. Because I go to

Final Draft

4EA13b

Continue your final draft on this page if you need to.

fred meyers. It has every thing, last
but not let least styling and make up.
Because my Grandma + my Aunt works there
too. My Grandma does hair and my Aunt
works on peoples nails there on the do nails
die hair and cut hair end.

COS 2

Final Draft

4EA14a

Directions: Before you begin your final draft, read the checklist on page 52 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs explaining to your teacher what you like OR dislike about your area or community and why.

I like S— because it is a
good place we live in house. There's
trees in S— has nice green grass.
S— has parks for kids to play on.
There's rivers to play in. They have
animals at the Zoo and Stores to
buy stuff to eat and Sweets. S—
is the best place to live in.

COS 1

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. Spell check may not be used. Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

The people in my community are nice. But one kid that I live next to is a punk. The cars on my blok are cool but my dads cars are the bomb. I have a dog I don't know about the rest of the people on my blok. The people on my blok has nice houseice they are cool.

COS 1

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 2 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. **Spell check may not be used.** Your final draft will be scored.

Think about the area or community in which you live. Write several paragraphs explaining, to your teacher, what you like or dislike about the area or community and why.

my Community we have lots
of kids. My Community is very
Large. My Community is very
friendly. My community is so
clean.

COS 1

Conventions

Conventions

Washington Assessment of Student Learning in Writing, Grade 4
Conventions
2001 Anchor Set Annotations

Note: A common set of conventions anchors were selected from papers written for the 1997, 1998, 1999, and 2000 assessments to ensure consistency.

4CA1 (CONV 2)

This paper consistently follows the rules of punctuation, capitalization, and spelling, although it is not without errors. There are some comma splices: *When we left the store my friend and I decied it was time to retire for the night, the twins said that they'd meet us at Maria's store in the morning at 11:00.* However, the writer has attempted more complex sentence structures than are usual for fourth graders. The best-fit Conventions score for this paper is a 2.

4CA2 (CONV 2)

This response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. There are only a few minor or hasty errors (*companys* is missing a possessive apostrophe and *were* [where] is misspelled, although elsewhere it is spelled correctly). Sentences are appropriately formed with no run-together sentences or fragments evident, and there is only one comma splice. There are no errors indicative of lack of control in this paper. The best-fit Conventions score for this piece of writing is a 2.

4CA3 (CONV 2)

This response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. There are only minor errors. In *K & B toys*, *toys* should be capitalized, along with *china*; and *brakable* [breakable] and *brake* [break] are misspelled. Otherwise, there are virtually no errors indicative of lack of control in this paper. The best-fit Conventions score for this piece of writing is a 2.

4CA4 (CONV 2)

This response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. There are only minor spelling errors: *ragity ann*, which should also be capitalized, and *peices*. Otherwise, there are virtually no errors indicative of lack of control in this paper. The best-fit Conventions score for this piece of writing is a 2.

4CA5 (CONV 2)

This response consistently follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. Most sentences are correctly formed, including some sophisticated constructions, *But then she said she would not come and pick me up so I had to find what bus I went on wich was scary*, although there are also a few fragments: *But after I was geting more use to shcool*. Throughout several pages,

4NA1a: = Grade, N = Narrative, A = Anchor, 1a = Paper Number

4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

capitalization and ending punctuation are correct, and there are a few spelling errors: *shcool*, *befor*, *geting*, *rong*, *wich*. Usage errors are few and minor, *there was so many other kids*, *I was geting more use to shcool*. Overall, the best-fit Conventions score for this piece of writing is a low 2.

4CA6 (CONV 1)

This paper generally follows the rules of standard written English for capitalization and punctuation although there are some missing periods that create run-together sentences (*I like playing it is fun. I also like making class clay the second thing that is not fun is tests I don't like tests.*). Spelling is generally correct for most common words. The best-fit Conventions score for this paper is a 1.

4CA7 (CONV 1)

This response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. Some ending punctuation is incorrect, and missing internal punctuation creates some errors in sentence formation: *This School named W__ has a school dog, the dogs name is S__.* *They are nice they dont bite.* Also, apostrophes are used for contractions, but are not consistently used for possessives, *dogs*, *schools*, *thats*, and *who's* are incorrect. Some commonly used words are misspelled: *Evrybody*, *pupies*, *exept*, *ornge*, *humen been*, *barke*. The best-fit Conventions score for this piece of writing is a 1.

4CA8 (CONV 1)

This response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. Despite an occasional fragment, *Because the teacher called us in. So we didn't git hert*, sentences are generally controlled, and usage is essentially correct. Ending punctuation is consistently indicated, contractions have apostrophes, and there is some correct dialogue punctuation. However, there are numerous misspellings of commonly used words, *meat* [met], *wont*, *wold*, *wint*, *Luch* [lunch], *eneyboty*, *reses*, *antill*, *thes boles* [these boys], *git hert*, indicating lack of control in this area. The best-fit Conventions score for this piece of writing is a 1.

4CA9 (CONV 1)

This response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. Except for the misuse of the capital *K*, which is done consistently, capitals are used correctly. Sentence formation is generally controlled although there are incorrect constructions: *What class I was in I didnt know a thing. And we became very good friends thats how it got easier for me....* Usage is also generally controlled, with only minor errors, such as missing coordinating conjunctions or verbs: *I droped my tray triped over my shoes. And I Know one to talk too....* Despite some minor misspellings, *know* [no], *too* [to], *droped*, *triped*, generally commonly used words are spelled correctly. Some contractions are missing apostrophes, *didnt*, *that's*. Overall, the best-fit Conventions score for this piece of writing is a 1.

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4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

4CA10 (CONV 1)

This response generally follows the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. Since the comma before the *and* in a series or in a compound sentence is now considered optional, most of the punctuation is correctly placed. However, there is a missing comma, *Seattle WA*, and a missing period, *I felt like throwing up it was so bumby*, which creates a run-together sentence. Capital letters are used correctly. Although the other areas of conventions are basically correct, there are numerous misspellings of common fourth-grade words: *Airplain*, *brack*, *scard*, *sead*, *sould*, *vary*, *throwing*. Because of the density of errors in this short response, the best-fit Conventions score for this piece of writing is a 1.

4CA11 (CONV 1)

This brief response generally follows the rules of standard written English for usage, capitalization, punctuation, and sentence formation. This one run-on sentence response has no ending punctuation, and missing words create problems in usage: *...when I got it hada broken window and Igoing to send it back....* Although commonly used words are correctly spelled, the occasional connection of two words, *hada*, *Igoing*, makes it difficult to read. Capitalization is mostly correct. Due to the density of errors in this short response, the best-fit Conventions score for this piece of writing is a 1.

4CA12 (CONV 0)

This paper mostly does not follow the rules for punctuation and capitalization (*I went a time machine i Went into time of anny time I Sopos it was Willy Wankas choklat factory...*), and significant spelling errors of commonly used words impede communication (*tini*, *tach*, *anything*, *fel...*). The writer attempts to use quotation marks but is unsuccessful. Some usage problems are evident (*there was trees*, *there was flower*). The best-fit Conventions score for this paper is a 0.

4CA13 (CONV 0)

This response mostly does not follow the rules of standard written English for spelling of commonly used words and capitalization. Sentences are correctly constructed, and word usage is essentially correct, although there is a missing word, *so we went to by but...* There is a missing apostrophe in *uncles*. However, basic capitalization is absent, with the first word in most sentences not capitalized. Commonly used words are misspelled: *peeling*, *wated*, *wite*, *by* [buy], *where* [were], *follid*, *to* [too], *along*, *huors*. Due to the density of errors in basic capitalization and spelling, the best-fit Conventions score for this piece of writing is a high 0.

4CA14 (CONV 0)

This response mostly does not follow the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. Words at the beginning of sentences and "I" are not consistently capitalized, and incorrect punctuation creates a run-together sentence: *I trid to fead him grass one of my friend was with me*. Commonly used words are misspelled, *tant*, *trid*, *in side*, *shall*, *fead*, *cout*, and one word is incomprehensible, *when my turtle was teat go i was very mad that day*. Although subject-verb agreement is essentially correct, there are other usage problems: possessives and plurals (*it's* should be *Its*,

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4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

friend should be friends) and a missing word, *My Mom, dad like turtles*. Overall, the density of errors makes the best-fit Conventions score for this piece of writing a 0.

4CA15 (CONV 0)

This response mostly does not follow the rules of standard written English for spelling of commonly used words, capitalization, punctuation, and sentence formation. Although word usage is mostly controlled, misplaced and missing punctuation creates run-together sentences and fragments, impeding communication: *Wean I forst went to W__ School. I was scard and storted Crying. On My forst day of Shcool But wean I mety some body. Who shod me araund The School*. Most sentences begin with capitals, but there is some random internal capitalization. There are numerous misspellings of commonly used words: *Wean, forst, storted, shod* [showed], *falt, stuf*. The best-fit Conventions score for this piece of writing is a 0.

4CA16 (CONV 0)

This brief response mostly does not follow the rules of standard written English for usage, punctuation, and sentence formation. A possessive apostrophe is missing, *B__s*, in addition to missing ending punctuation, which results in the piece being one run-on sentence that impedes communication: *...It was fun and easy B__s team won but at least I have some friends...* Occasionally, the first word of what should be a new sentence is capitalized, as are proper names. Usage is mostly correct, but the flawed final phrase of the piece is indicative of only minimal control in this area: *their nice and cool but it gave me Something to write about my friends*. Although most basic words are spelled correctly (*their* should be "they're" and *recces* is misspelled), the lack of control in the other areas in this response makes the best-fit Conventions score for this brief piece of writing is a 0.

4CA17 (CONV 0)

This minimal response mostly does not follow the rules of standard written English for usage, spelling of commonly used words, capitalization, punctuation, and sentence formation. The response lacks punctuation, which impedes communication. Random capitalization and word usage errors are abundant, *For Me would Be eather why well thier are Kids to Play with...* There are also misspellings of commonly used words: *Perfeat, eather, thier*. The best-fit Conventions score for this piece of writing is a 0.

4CA18 (CONV 0)

This response mostly does not follow the rules of standard written English for spelling of commonly used words, capitalization, punctuation, and sentence formation. Missing punctuation consistently creates run-together sentences and impedes communication: *C____ has a stoft Tiger When pepal arnt Looking he Terns inTo a rel Tiger They Bouth Like To play gane espsle Basball*. Capitalization is random throughout the response, with words in the middle of sentences capitalized while words beginning sentences and proper names are not: *and calvein has a rel emagnasen Like dinsors and Spaceman speff*. Although word usage is essentially correct, many commonly used words are misspelled: *pepal, arnt, Bouth, hats* [hates], *grile*. The best-fit Conventions score for this piece of writing is a 0.

4NA1a: = Grade, N = Narrative, A = Anchor, 1a = Paper Number

4EA1a: = Grade, E = Expository, A = Anchor, 1a = Paper Number

4CA1a: = Grade, C = Conventions, A = Anchor, 1a = Paper Number

Final Draft

4CA1a

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 36 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Imagine you are getting into a time machine and you are able to travel to any time period. Tell your teacher the story of what happens.

Mrs. A— guess what! On Saturday I went on a cool trip. See, my friend and I made a neat time machine and it worked! So we packed a backpack and decided to go back in time to the 1900s.

We programed the machine to take us back in time; we pressed the button and it went pitch black and we were upside down and doing

Final Draft

Continue your final draft on this page if you need to.

hoped-to-loops. When it stopped, it appeared we were in an old western carriage going down a dusty and very bumpy road that entered a small town. When we got out a boy and a girl who looked a lot alike came running to us and introduced themselves as I — and P — I — and B —. They toured us through the town in California. I must admit the boy and girl were poorly dressed and when I asked them where they lived and who their parents were they just said that they lived with G — the livery man, but they changed the subject quickly. After we met G — and had a few slices of bread, my friend and I asked where the hotel was, they looked at us funny and asked what in the world a hotel was. When we explained what it was they said that there was something like it called an Inn. After we checked in, I — and P — introduced us to M —, their older sister

Final Draft

Continue your final draft on this page if you need to.

who owned the finest cloth store in the state! When we left the store my friend and I decided it was time to retire for the night, the twins said that they'd meet us at M—'s store in the morning at 11:00. We agreed and bid them good night. At eleven o'clock precisely we met them at the shop and decided to go meet N— and L—, a couple that couldn't have children. As we walked down the street towards their house my friend and I wrote down everything that we saw. Finally, after what seemed an hour, we saw their ranch. It was huge! There were chickens, horse's, cattle, and about twenty dogs, but what caught our eye was the beautiful house that seemed like a castle! with at least 7 pillars of marble, 10 porches and glass doors so you could sit on the porches and still be on the 2nd floor! My friend and I just stood there, mouths open

Final Draft

Continue your final draft on this page if you need to.

in a moment. Just when we least expected it a door on the highest point of the house opened and a woman at least 28 or so saw us and waved us. She shook out a rug and said she'd be there in a second. We waited a long time when finally she came out and said she was L — and that she was glad to see us. Next we went to C — and J — house. The twins explained that they weren't married. Just engaged. When we got to the house all of a sudden it wasn't pitch black, just like when we entered the coach in C.A.

Then the lights came on. I looked at my watch to see what time it was. It was only an hour from when we left, but when we were there it had only been two days! When I got home I wrote everything down

4CA1e

Final Draft

Continue your final draft on this page if you need to.

In my journal,

CONV 2

Draft

Directions: Use the best ideas and details from your prewriting to write your draft. With this shorter writing assignment, you will only write a draft, but you will make revisions and edits to it. It's okay to cross out words and sentences and try different ways to get your ideas across. You may use a dictionary or a thesaurus to help you with words. However, with this writing assignment, don't worry as much about how words are spelled. Misspelled words will not lower your score on this assignment.

Use this page and the next page if you need it to write your draft. Then read the checklist on page 45 again, and revise and edit the draft according to the checklist. Make your revisions and edits on the draft, but make sure they are clear.

Your draft will be scored.

Remember, your writing assignment is to write a letter to the catalog company to let them know about a problem you discovered with a toy you ordered.

Dear Catalog Company,

I recently ordered a blue, medium sized teampole from your company and I think there was a misunderstanding. When I received the teampole it was pink instead of blue. In addition to the color the teampole was a large size instead of the medium size one I ordered.

I have a few suggestions for your company so that this won't happen again.

Draft

Continue your draft on this page if you need to.

First of all, make sure all of your company's employees
are capable of doing a good, decent job.
My other suggestion to your company is to make
your order form more clear, it was very
difficult to tell where the different colored
trimmings were and where the different sized
trimmings were.

Thank you for understanding my concern. I
hope this letter wasn't offensive but I hope
you will try to do something about the problem
in the future.

Sincerely,

K

CONV 2

4CA3

Draft

Continue your draft on this page if you need to.

Dear Manager of K & B Toys,
I had ordered a china doll from your catalog. It arrived today in the mail. When I opened it it was broken!

May I have my money back or get a new toy for the same price?

CONV 2

Sincerely,
A

P.S. Maybe when someone orders a breakable item from your catalog you should put foam in the box so it doesn't break.

Draft

Continue your draft on this page if you need to.

Dear Toys "R" US,

I ordered ^{ragitzy ann} a doll out of
a catalog from your company. When
the box came ^{ragitzy ann} the doll only had one
eye and one arm. Can you please send
me another doll? This time can you
please make sure all the peices are
there?

Thank You

T_____

CONV 2

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Day Two: Writing Assessment

Final Draft

Directions: Today you will write your final draft of the writing assignment from yesterday. First, read the checklist on page 32 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Tell your teacher about a time when you were in a new situation.

AA new situation I was in is when I
first came into kindergarten. The first
day I was crying like a baby.

It was new because I had never
been to school before. And there was
so many other kids I had never
seen.

I felt better when a teacher

Final Draft

4CA5b

Continue your final draft on this page if you need to.

showed me where to go and
what to do. She also helped me with
my school work.

I felt uneasy because I was
by myself besides the teacher. But she
was only with me for the first day.
But after I was getting more use to
school.

It made me feel better when
I made a friend. Because then I
had someone to play with and
someone to talk to. It was funner
because I started to swing on
swings and play on the other toys.

Sometimes I got in trouble

Final Draft

Continue your final draft on this page if you need to.

because I did things I wasn't sposed
to do. But how would I know they
were rong? I had not been there for
very long. And my teacher did not tell
me the rules.

My mom came and picked me
up for about the first three days, which
made it easier. But then she said
she would not come and pick me
up so I had to find what bus
I went on which was scary.

Then I got to know every
body I my class and the other
kids on the play ground. Then I
got use to riding the bus home
and eating lunch at school so pretty

Final Draft

4CA5d

Continue your final draft on this page if you need to.

soon school became fun and not scary

CONV 2

Final Draft

4CA6a

Directions: Now you will write your final draft for this writing task. First, read the checklist on page 46 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Think back. Do you remember what school was like when you were in kindergarten? First grade? Second grade? Third grade? In several paragraphs, explain to your teacher what grade you enjoyed the most AND the reasons why you enjoyed it.

Mrs. M my favorite
grade out of kindergarten, first
grade, second grade, and third
grade is kindergarten. Why I
like kindergarten is because
there we do origami.
The maps that we have to
take are not fun. I get
cranky if I don't take a map.

Final Draft

Continue your final draft on this page if you need to.

I like playing it is fun.
I get to play outside sometimes
That is fun to me. Sometimes
you can get hurt though.
My favorite thing that
I did in kindergarten
was to put cloves
in tangerines and
cool them in cinnamon.
I also like making clay
the second thing that
is not fun is tests I
don't like tests. That is
the end.

CONV 1

Final Draft

Directions: Now you will write your final draft for this writing assignment. First, read the checklist on page 42 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Pretend that you have been asked to write an article for your school newspaper. This article is about something funny, interesting, or unusual that has happened at your school. In several paragraphs, tell what happened AND THEN explain as completely as you can why you thought it was funny, interesting, or unusual.

This School named w_____ has a school dog, the dogs name is S____. Evnrybody likes her. She has pupes. They are nice they dont bite at all. Sometimes we give her food. We don't know who's dog she is. Exept the schools. Do you know hows dog she is? She's orange and yellow. She's very nice. Her puples went to

Final Draft

Continue your final draft on this page if you need to.

the pound I think

She never bit a soul or human been in her life. She can be a little weird sometimes. She comes in the gate where the open space is whenever she wants. She is starting to shed. She is so beautiful. And she goes out whenever she wants.

She gets almost whatever she wants. She's very loveable and kind. She never barks. I haven't ever heard her bark. Yes, she is a female. Everybody likes her. We feed her food from the fence. And sometimes we get to pet her. Nobody has a pet dog at their school that's every day but does!!

CONV 1

Day Two: Writing Assessment

Final Draft

Directions: Today you will write your final draft of the writing assignment from yesterday. First, read the checklist on page 32 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Tell your teacher about a time when you were in a new situation.

I was new at this school. The first day at school here was a disaster. The kids were making fun of me. But the same day I met T. T. came over to me and said "Do you want to play together?" Yes, "I would like that," I said. So we played together all day that day.

Final Draft

4CA8b

Continue your final draft on this page if you need to.

When we went to
Luch I had to sit by
I—. Because I didn't know
anybody there but I—. So I sat
by her at Luch. When it
was time to go to Pecos
I played with I— and then
those boys came to me
and I— and said, "Mother." Because
the teacher called us in. So
we didn't get hurt. Then
it was time to home
so we did. I— said, "Kinder-
garden is fun."

CONV 1

BEST COPY AVAILABLE

Day Two: Writing Assessment

4CA9a

Final Draft

Directions: Today you will write your final draft of the writing assignment from yesterday. First, read the checklist on page 32 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Tell your teacher about a time when you were in a new situation.

On my first day of school I felt nervous. And I know one to talk to no one to play with. I didn't know where I was suppose to go. What class I was in I didn't know a thing. Or what I was suppose to do.

It was like I had never been in a school in my entire life. It was a total disaster for me. I dropped my tray tripped over my shoes. It was horrible for me. And if

Final Draft

4CA9b

Continue your final draft on this page if you need to.

you ask me I hated it.

The next day it was easier because
the day before today I got to know my
neighbor and she was in the same class.
I just didn't know it and when I
saw that she was in my class we
started to play game together at recesses. And
we became very good friends that's how
it got easier for me on my 2nd and
3rd and 4th day of school and the good
part about it is having a good friend
like her.

CONV 1

Day Two: Writing Assessment

Final Draft

Directions: Today you will write your final draft of the writing assignment from yesterday. First, read the checklist on page 32 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Tell your teacher about a time when you were in a new situation.

My First Airplane Ride

I was in S. Wa. going to Mexico for winter break. We went into the airport, got our tickets and got on the plane.

I was scared. My mom said that I could not worry. Then we took off. It was a very bumpy ride. I felt like throwing up it was so bumpy.

Next I listened to music, read a book and went to sleep.

When I woke up we were about to land

Final Draft

Continue your final draft on this page if you need to.

and I was happy

CONV 1

Draft

4CA11

Continue your draft on this page if you need to.

WA

98

April 29, 1998

Radio Shack

Casper, Wyoming 89685

Dear Radio Shack:

I had a race car that
I bought in your catalog
and when I got it had a
broken window and I was
to send it back so that you
can fix it.

Sincerely

J

CONV 1

Final Draft

4CA12a

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 36 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

Imagine you are getting into a time machine and you are able to travel to any time period. Tell your teacher the story of what happens.

Time machine
I went to time machine
I went into time a funny
time I sopo it was willy
wankas chaklat factory
and it was so fun and
there was trees that you
can eat and there wa
s floweryou can eat. After

Final Draft

4CA12b

Continue your final draft on this page if you need to.

that we went to the Boy's
place. now that was fun "I said."
After that we went there
a tiny door. The same
place. Because last time
he said don't touch any
thing this one kid
started to drink
the chocolate milk
then he fell in then
he shot up Bowman
o Mrs. F "said" we
didn't go he "said" up
the tub she "said" o.

CONV 0

Day Two: Writing Assessment

Final Draft

Directions: Today you will write your final draft of the writing assignment from yesterday. First, read the checklist on page 32 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Tell your teacher about a time when you were in a new situation.

one morning when I got up
we had to paint the house
because the paint was peeling
off it was blue but we wanted
it white. so we went to buy
but they were out so we
went to my uncles to get
some because he has alot so we
got some and my uncle helped because
he wanted to help to.

Final Draft

4CA13b

Continue your final draft on this page if you need to.

He helped me paint my
rooms. It took a long time.
he did the most. I only
got to do one wall when
he did 3 walls.

Finally we were done. all
together it took 7 hours to
paint. we were exhausted.

The
End

CONV 0

Final Draft

Directions: Today you will write your final draft of the writing assignment from yesterday. First, read the checklist on page 32 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Tell your teacher about a time when you were in a new situation.

When my turtle was ten
years old I was very mad that
day. Its name was Crabe.
I had him in a fish tank.
There was a rock on
side of it. When I first
got it it was in side
of his shell. I had to
catch him with a
a fish net. I tried

Final Draft

4CA14b

Continue your final draft on this page if you need to.

to feed him grass
one of my friend was with
me when i cut it
i had to keep him in
side a cooler. My Mom,
dad like turtles

CONV 0

Final Draft

Directions: Today you will write your final draft of the writing assignment from yesterday. First, read the checklist on page 32 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Tell your teacher about a time when you were in a new situation.

Wean I forst went to ^w_____
School. I Was scard and storted
Crying. On My forst day of
Shcool But wean I mety some
body. Who shod me around The
School. But wane we hand to go
in I sorted crying again. Then
I overd my face in a barisment.
And I falt sand about a lot of stuf.
I Woryd But as the das past I hay

Final Draft

4CA15b

Continue your final draft on this page if you need to.

grow faster than border then we
hand to do a math, reading, writing,
now we writing. All that is hard work
for some it is easy but for me it is
hard. It is hard for others to some
times. It is hard when it seems easy.

CONV 0

Final Draft

4CA16

Directions: Now you will write your final draft for this writing assignment. First, read the checklist on page 42 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have done that, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. Spell check may not be used. Your final draft will be scored.

Pretend that you have been asked to write an article for your school newspaper. This article is about something funny, interesting, or unusual that has happened at your school. In several paragraphs, tell what happened AND THEN explain as completely as you can why you thought it was funny, interesting, or unusual.

R., B., A., A. and
I played a game of kick ball
last recess. It was fun and
easy B's team won but at
least I have some friends
their nice and cool but
it gave me something to
write about my friends.

CONV 0

141

134

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4CA17

the perfect planet
see me want be either
why well there are
kids to play with and
people to talk to
and see go to their
homes and most of all
my and school

CONV 0

BEST COPY AVAILABLE

calvin has a soft Tiger

when pepal arnt Looking

he Terns in To arel Tiger

They Boath Like To play

Game epple Baseball

Calven hats grille

espesly siusey.

and calvein has a red

emagnasen Like dingsors

and sparceman speiff.

Grade 4 Anchor Set Annotations, Spring 2001 WASL in Writing

“Presentation Guide”
For Principals

Introduction

The following guide is designed for principals to use with staff, to introduce the use of the *Grade 4 Anchor Set Annotations, Spring 2001 WASL in Writing* document. The document has two applications:

- ◆ Teachers in grades K–4 will be able to use the document as a tool for identifying quality student writing, improving writing instruction, and improving student achievement in writing.
- ◆ The materials in the document may also be used to teach students to assess and improve the quality of their own writing and to set goals.

Purpose

The purpose of this publication is to encourage all principals to conduct a staff presentation introducing the *Grade 4 Anchor Set Annotations, Spring 2001 Writing WASL* document.

A staff presentation will lay the foundation for grade-level teams, cross-grade level teams, or individual teachers to delve further into the *Annotations* document for the purpose of enhancing writing instruction.

Presentation Overview

Arrange participants in groups of 3–5 people per group. The presentation should take approximately one hour.

- | | |
|--|--------------|
| 1) General Information for Staff | (2 minutes) |
| 2) Scoring Activity | (15 minutes) |
| 3) Instructional Implications Discussion | (15 minutes) |
| 4) Debriefing the Activity: Group Discussion | (14 minutes) |
| 5) Next Steps/Conclusion | (14 minutes) |
- Note: A detailed outline of the “Presentation Guide” and the materials needed for the presentation are attached. The two materials sections, the student responses and scoring guide, of this packet will need to be copied for participants.

**Grade 4 Anchor Set Annotations, Spring 2001 WASL in Writing
"Presentation Guide"**

Materials/Arrangements Needed for Presentation:

One copy for each participant

- *Student Responses: A Sample Selection*
- *Content, Organization, and Style Scoring Guide*
- *Grade 4 Anchor Set Annotations, Spring 2001 WASL in Writing*

Presentation Steps:

1) General Information for Staff

This document contains student responses from the *Grade 4 Anchor Set Annotations, Spring 2001 WASL in Writing* document. The purpose of the document is to give examples of student writing at the levels described in the scoring guide. The materials should be useful for all teachers in grades K-4.

(Hold up copy of *Grade 4 Anchor Set Annotations, Spring 2001 WASL in Writing*, but do not pass it around at this time.)

Remember, on the 4th Grade WASL in Writing, students respond to two prompts, one **narrative prompt** and one **expository prompt**. We will work in groups today on an activity using the narrative prompt and the *Content, Organization, and Style Scoring Guide*.

2) Scoring Activity

(Distribute *Student Responses: A Sample Selection*. Do not distribute the *Content, Organization, and Style Scoring Guide* at this time.)

In this packet are six student responses written to the following narrative prompt: One morning you leave your house, and beside the road is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

- ♦ Read the six student responses. Put them in three piles—high, middle, low.
- ♦ Discuss rankings in your group and come to a consensus as a group.
- ♦ Discuss the rankings in the whole/large group.
- ♦ Distribute the *Content, Organization, and Style Scoring Guide*.
- ♦ Using the scoring guide, assign scores for each paper first in the small group, then the large group. Use the scoring guide to defend the scores.
- ♦ Discuss if/why the scores were different from the original rank order.

- 3) Discuss the Instructional Implications for students to improve the quality of responses in content and/or organization and/or style. Discuss as a group how you would teach to that instructional priority.
 - ◆ (Ask groups to share the instructional priorities they identified and explain how they would teach to those priorities.)
- 4) Debriefing the Activity: Group Discussion
 - ◆ What new insights did you gain about the WASL and how it is scored?
 - ◆ How could students use these same sample papers?
 - Individually draft a response to the prompt.
 - Work in groups to sort the six sample responses into two categories: strong and weak.
 - Generate two lists of descriptions: one for the weak papers and one for the strong papers.
 - Use the scoring guide to evaluate two or three of the six sample responses.
 - Evaluate the same response individually, then discuss as a small group, and finally debrief group ideas with the whole class.
 - Practice revising to improve content, organization, and style as a whole class, using a copy of one of the sample responses on an overhead transparency along with the scoring guide.
 - Revise individual draft response to the prompt, using the scoring guide to improve the draft for content, organization, and style.
 - Repeat the process above to edit for conventions, using the *Conventions Scoring Guide* with the sample responses and then individual drafts.
- 5) Next Steps/Conclusion
 - ◆ This is an introduction to the materials contained in *Grade 4 Anchor Set Annotations, Spring 2001 WASL in Writing* document.
 - ◆ There are many more student samples for both the narrative prompt and the expository prompt contained in the *Annotations* document, complete with scores and annotations for content, organization, and style, as well as for conventions.
 - ◆ What are some of the ways we might delve further into the *Annotations* document? For example, we could learn more about how conventions are scored; staff and students could work together to develop a "student friendly" version of the scoring guides, or we could decide to meet in grade-level or cross-grade-level groups, including special education or Title I specialists, to further study the *Annotations* document.

Suggestions for Additional Writing Resources for Staff

- NCS Mentor CD ROM
- *Writing Process* CBE in the Early Years Tool Kit
- *Grade 4 Anchor Set Annotations from the Spring 1999 and Spring 2000 WASL*
- *Grade Level Frameworks for Writing, K-10*

Office of Superintendent of Public Instruction

Grade 4 Anchor Set Annotations
Spring 2001, Writing

Student Responses
A Sample Selection

Final Draft

1b

Continue your final draft on this page, if you need to.

thair like it was wating for us! Then we
opend it, & we got everything they wanted!

The
End.

Final Draft

1b

Continue your final draft on this page, if you need to.

thair like it was waiting for us! Then we
opened it, & we got everything they wanted!

The
End.

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. Spell check may not be used. Your final draft will be scored.

One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One morning I left my house to go to school. Aside the road I saw a paper bag and I am a person who doesn't like littering, so I went over to the bag and tried to pick it up, but it was too heavy. So I opened the bag to see what was inside and I found over a billion dollars inside. I was so happy I could finally buy all the things I've wanted!

I rushed to my mom and dad and showed them what was

Final Draft

2b

Continue your final draft on this page, if you need to.

inside of the bag I found beside the road they were very happy too. My mom and dad rushed to go buy a big mansion. I even got my own little mansion, full of every PlayStation, Nintendo, PlayStation 2, game ever made and every game console ever made. There was something missing though, friends. So I invited all of my friends over for a huge slumber party. Now all of my friends live in my mansion and my friends parents live in my parents mansion. But we do go to school.

Oh, I forgot to tell you my name, my name is B — A — — — — — My parents are J — — — — — and A — — — — — My friends are J — — — — —, O — — — — —, D — — — — —, A — — — — —, and T — — — — —, and my

BEST COPY AVAILABLE

Continue your final draft on this page, if you need to.

butlers name is Jinkins his real
name is b—

I've been having a wonderful
time I got to run im beating
everybody in Dragon ball Z G.T.
Bye!

Final Draft

3a

Directions: Before you begin your final draft, read the checklist on page 42 again. Then make revisions and edits to your first draft according to the checklist. When you have made your revisions and edits, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help you with your words. **Spell check may not be used.** Your final draft will be scored.

One morning you leave your house, and beside the road there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

The Mysterious Bag

One morning I left my house on the way to school and I saw a big green bag on the side of the road. I found the bag because it was on the side of the road.

Final Draft

3b

Continue your final draft on this page if you need to.

The bag was tied at the top and it had holes on the side of it. The bag was wiggling around. The bag was big and green and it said "do not open." right und where it was tied.

There were strange sounds coming from the bag. My friends came up and asked me why I was staring at the bag. I said "I'm staring at the bag because it is making strange sounds and it is moving around."

My friends and I opened

Final Draft

3c

Continue your final draft on this page if you need to.

the bag and there was a dog
inside the bag. The dog was brown
and white and it had a collar
around its neck. The collar had an
address on it, the address said
5963.

My friends and I took the
dog back to its owner and the
owner said "thank you for bringing
my dog back to me," and the owner
of the dog was glad that his dog
was back with him.

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. **Spell check may not be used.** Your final draft will be scored.

One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One morning I left my house.
On the road there was a huge
bag. The bag has some strange writing
on it. In the bag there was a baby
bear, a baby rabbit, a baby dog, and there
was rabbit food, dog food, bear
food, and there was some money in the
bag too. There was a note that said "
With the money buy more food for the
dog, the bear, and the rabbit."
P.S. feed the animals

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. Spell check may not be used. Your final draft will be scored.

One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

It was Hallows Eve and I had decided to go for a walk, so I got my coat and went outside and started heading toward the park. Then suddenly I saw someone run across the street and drop a huge bag, but he didn't even look back he just kept running. I was so curious to find out what was in that huge bag that I quickly ran over to it, but it had someones handwriting on it that I could not read. But my curiosity was so strong that I could not

Final Draft

5b

Continue your final draft on this page, if you need to.

stand the temptation so I tor the bag wide open and out came..... Thousands of little spiders, big spiders, medium spiders all sorts of spiders! "Eeek!" I said, running down the road.

Moments later I turned back and saw that they where all heading toward a pet shop, so I started following them, they went to a back door of the pet shop, so I went to the front hoping to see something happen, then I heard a voice saying well done, well done you scared that man out of his shoes. "Hello?" I said. He came into the room, "can I help you?" he said, just so he wouldn't be suspicious I said, "I am looking for an unusual pet, do you have any unusual pets?" "yes infact I do, here

Continue your final draft on this page, if you need to.

take this and don't open it until you get home "Ok" I said and suddenly I felt something crawling up my arm, "Eeek!" I screamed and through the bag at him, "I'm never coming back!" I said, and walked home.

Directions: Now you will write your final draft of the writing task. First, read the checklist on page 12 again. Then make revisions to your first draft according to the checklist. When you have made your revisions, write your final draft on this page and the next four pages if you need them.

After you have finished writing your final draft in the booklet, read the checklist one more time to make sure you have done your best writing. If you need to do any final editing, do it on your final draft. You may use a thesaurus and dictionary in print or electronic form to help with your words. Spell check may not be used. Your final draft will be scored.

One morning you leave your house, and beside the road, there is a huge bag. The bag has some strange writing on it. In several paragraphs, write a story telling what happens when you open the bag.

One morning I left my house, and beside the road, there is a huge bag, when I open this bag what will I happen? will I find a cat or dog? What will I find?

So I'll take this bag home mmm what will I find? What ever it is it's heavy, maybe I'll call B____, R____ and J____ to come over and help find out what it is.

Final Draft

6b

Continue your final draft on this page, if you need to.

So Off I go to my house
I'll stop by B's house and
see if he can come and help
because he lives right next door
to me.

So finally we get to
see what's in this bag....
HAAA Just the way
we like them, four sundays
Just for us mmm all
yummy and gooey with
peanuts and Sufup with just
the right amount of
ice cream yummm yummm
yummy!

Office of Superintendent of Public Instruction

Grade 4 Anchor Set Annotations
Spring 2001, Writing

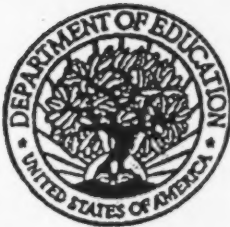
Scoring Guide
Content, Organization, and Style

Content, Organization, and Style Scoring Guide Grade 4

Points	Description
4	• maintains consistent focus on the topic and has ample supporting details • has a logical organizational pattern and conveys a sense of completeness and wholeness • provides transitions which clearly serve to connect ideas • uses language effectively by exhibiting word choices that are engaging and appropriate for intended audience and purpose • includes sentences, or phrases where appropriate, of varied length and structure • allows the reader to sense the person behind the words
3	• maintains adequate focus on the topic and has adequate supporting details • has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • provides adequate transitions in an attempt to connect ideas • uses effective language and appropriate word choices for intended audience and purpose • includes sentences, or phrases where appropriate, that are somewhat varied in length and structure • provides the reader with some sense of the person behind the words
2	• demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material • shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • provides transitions which are weak or inconsistent • has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • shows limited variety in sentence length and structure • attempts somewhat to give the reader a sense of the person behind the words
1	• demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • has little evidence of an organizational pattern or any sense of wholeness and completeness • provides transitions which are poorly utilized, or fails to provide transitions • has a limited or inappropriate vocabulary for the intended audience and purpose • has little or no variety in sentence length and structure • provides the reader with little or no sense of the person behind the words
0	• response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

Conventions Scoring Guide
Grade 4

Points	Description
2	- consistently follows the rules of standard English for usage - consistently follows the rules of standard English for spelling of commonly used words - consistently follows the rules of standard English for capitalization and punctuation - consistently exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect
1	- generally follows the rules of standard English for usage - generally follows the rules of standard English for spelling of commonly used words - generally follows the rules of standard English for capitalization and punctuation - generally exhibits the use of complete sentences except where purposeful phrases are used for effect
0	- mostly does not follow the rules of standard English for usage - mostly does not follow the rules of standard English for spelling of commonly used words - mostly does not follow the rules of standard English for capitalization and punctuation - exhibits errors in sentence structure that impede communication - response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied



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